DEPARTMENT OF THE INTERIOR BUREAU OF EDUCATION

BULLETIN, 1919, No. 31

SUMMER SCHOOLS IN 1918

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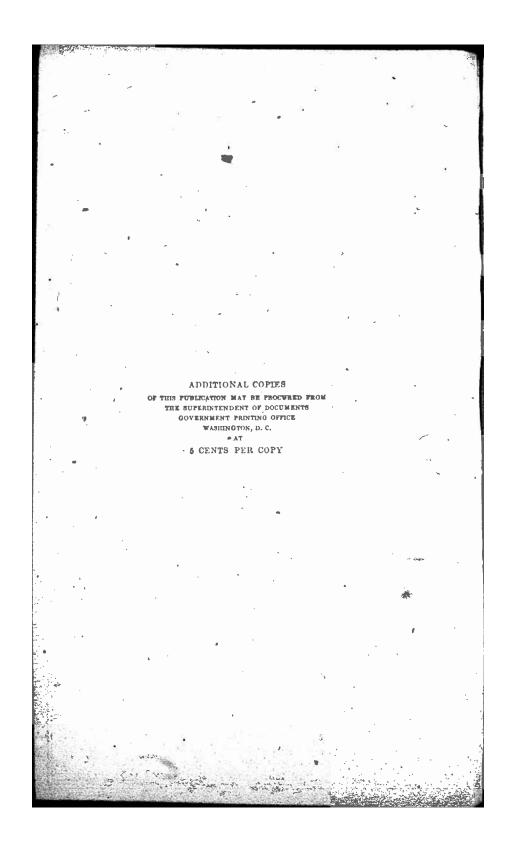
THE STATISTICAL DIVISION OF THE BUREAU OF EDUCATION

[Advance sheets from the Biennial Survey of Education in the United States, 1916-1918]



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1919







SUMMER SCHOOLS IN 1918.

CONTENTS: Biennial report—Classification of summer schools—Number of schools—Instructors—Students—Length of term—Cost of maintaining summer schools—Courses accredited for degrees—Lecturers—Observation or practice schools—A comparison of enrollment in summer schools—Statistical tables.

BIENNIAL REPORT.

After compiling educational statistics for 1916 the Bureau of Education adopted the plan of collecting statistics biennially instead of annually as in preceding years. Consequently, no special statistics on summer schools were collected for 1917. However, the number of students in such schools in 1917 is given in the Biennial Survey in the chapters on colleges, universities, and professional schools, and on normal schools, and are roughly comparable with the corresponding statistics for such institutions appearing herein.

CLASSIFICATION OF SUMMER SCHOOLS.

It was thought advisable this year to divide the summer schools into two classes; one consisting of summer schools more or less closely identified with standard colleges, universities, and professional schools, and normal schools; the other made up very largely of independent summer schools and schools conducted by private high schools and academies and by institutions of higher rank which do not offer a full collegiate or normal school course. This classification makes possible a comparison of the enrollment in summer schools of the first group, as summarized herein, with the enrollment in 1917, as given in the preceding chapters of the Biennial Survey on colleges, universities, and professional schools, and on normal schools. Consequently, by means of this classification, annual statistics on the enrollment in summer schools of colleges, universities, and normal schools are obtainable.

TABLE 1.—Summer schools—Instructors, lecturers, students, and average cost, 1911-1918.

					Control of the last		
•	1911	1912	1913	1914	1915	1916	1918
Summer schools reporting	. 477	569	673	704	674	734	480
Instructors: Men Women	5,572 2,477	6, 140 3, 166	7, 516 4, 206	8, 66 7 4, 829	9,200 5,527	10, 646 6, 954	7, 472 4, 488
Total	8,049	9,306	11,722	13, 436	14,727	17, 600	11,960
Lecturers: Men: Woman	1,371 303	. 1, 429 319	1,517	1,978 442	1,961 551	1,800 438	1, 33 1 481
Total	1,674	1,748	1,910	3, 215	2,518	2, 837	1,7
The state of the s							



Table 1 —Summer schools—Instructors, lecturers, students, and average cost, 1911—
1918—Continued.

	1911	1912	1913	1914	1915	1916	1918
Lectures, recitals, etc., given	2, 939	3,122	4, 201	4, 104	4,905	4,747	3,568
Number of students enrolled: Men Women	38.140 80,167	46, 657 95, 560	62, 625 118, 663	77, 455- 141, 339	86, 581 155, 230	107, 955 190, 264	33, 445 126, 977
Total	118,307	142, 217	¥161,288	218, 794	241,811	298, 219	160,422
Average cost per student Institutions offering courses ac-	\$18.00	\$15.51	\$18.40	\$17.48	\$16.99	\$14.85	1 \$24. 14
credited for degrees	180	217	268	269	263	295	272

Average cost in colleges, universities, and normal schools only is \$24.36.

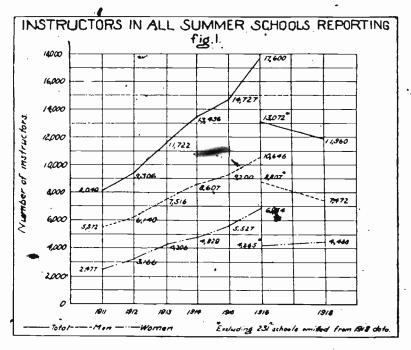
NUMBER OF SCHOOLS.

Hitherto all types of summer schools have been included in this report. As many of these were more or less temporary in nature, comparative statistics of such a heterogeneous group of schools have limited application and are of doubtful value. Consequently, no attempt was made in 1918 to secure a report from Y. M. C. A. schools, from summer camps, from summer schools organized for the expressed purpose of preparing persons for examinations for teachers' certificates, from summer schools conducted by cities, or from special summer schools for training teachers of the deaf, blind, and feebleminded. For the benefit of persons who desire to know the name, location, and date of session of such schools, this information will be included in each annual educational directory published by the Bureau of Education and will answer most inquiries satisfactorily. This change in the plan of collecting statistical data from summer schools has caused a noticeable variation from the corresponding statistics collected in preceding years. It is desirable therefore to point out by means of comparative tables and graphs the variation in certain fundamental data.

The total number of summer schools included in this report is 480. This number includes 35\$ schools conducted by the colleges, universities, and normal schools listed in Table 9, and 122 other summer schools listed in Table 10. The 358 schools of collegiate or normal school rank include 104 summer schools of standard universities, 119 schools of standard colleges, and 135 schools conducted by normal schools. Comparative data on the total number of schools reported in preceding years are given in Table 1. In 1916 the number of summer schools reporting was 734. Of this number, 231 schools were not asked to submit a report this year. The actual decrease, therefore, in the number of schools is only 23, which may be accounted for by the failure of certain schools to submit a report this year. In fact, it has been found extremely difficult to secure statistical reports, because of war conditions and the epidemic of Spanish influence. It



has been assumed throughout the following discussion that the list of schools reporting this year has been as representative as in preceding years, barring the exclusions enumerated above.



INSTRUCTORS.

In the summer schools of colleges, universities, and normal schools, 10,564 instructors were reported, including 6,713 men and 3,851 women; and in the second group of summer schools 1,396 instructors were reported, including 759 men and 637 women. The total number of instructors in all summer schools reported in 1918 was 11,960, including 7,472 men and 4,488 women. Comparative statistics on the teaching staff in summer schools since 1911, the date when the Bureau of Education began systematically to collect reports on summer schools, are given in Table 1. Figure 1 shows graphically the increase or decrease in the teaching staff in summer schools since 1911. The upper curve represents the total number of instructors, and the lower curves the number of men and women composing the total.

To secure comparable data for 1916 and 1918 the number of instructors in the 231 schools not included in this year's report has been ascertained. The vertical distance between the corresponding disconnected lines in figure 1 represents this elimination. The supplementary points, indicated by "stars" on the graph, show the



teaching staff in all other schools reporting in 1916 and are directly comparable with the corresponding data for 1918, to which they are connected. The drop, therefore, in the two upper curves between 1916 and 1918 can not be attributed to the exclusion of certain schools from the report this year, but must indicate an actual decrease in the total teaching force and in the number of men instructors.

In these 231 schools included in the 1916 report, but eliminated from the 1918 report, 1,839 men and 2,689 women instructors were employed. If only the same type of schools as are included in this report had been included in the 1916 report, the statistics would have shown 8,807 men and 4,265 women instructors, instead of 10,646 and 6,954, respectively. Consequently, the report for 1918 shows a decrease of 1,335 men instructors and an increase of 223 women instructors in summer schools. This increase of 5 per cent in the number of women instructors and decrease of 15 per cent in the number of men instructors since 1916 has undoubtedly been caused by war conditions. On the whole there has been an actual decrease of 1,112, or 7.7 per cent, in the teaching staff in summer schools of the types included in this report.

STUDENTS.

The total number of students enrolled in summer schools in 1918 was 160,422, consisting of 33,445 men and 126,977 women. Of the total number reported, 90 per cent, or 144,686 students, were enrolled in summer schools of standard colleges, universities, and normal schools. Twenty per cent of the total collegiate or normal school enrollment, or 28,666 students, were men, and 80 per cent, or 116,020 students, were women. In the summer schools of other institutions 15,736 students were enrolled, of whom 4,779, or 30 per cent, were men, and 10,957, or 70 per cent, women. Comparative historical data on summer-school enrollment are shown in figure 2.

As in the case of the teaching staff, so in figure 2 supplementary points representing the enrollment in 1916 have been ascertained and are indicated by "stars" on the graph. These points are directly comparable to the corresponding points for 1918, to which they have been connected. The vertical distance between the corresponding disconnected lines in 1916 represents the elimination incident to the exclusion of certain schools from the report. The enrollment in 1916 in the 231 schools not included in the list this year was 39,608 men and 56,241 women. If these numbers are deducted from the total enrollment reported in 1916 in Table 1, remainders of 68,347 and 134,023 are obtained respectively for men and women. In other words, in corresponding types of schools reporting in 1916 and in 1918 there has been a decrease of 34,902 in the number of men students and of 7,046 in the number of women students enrolled. It



can be safely assumed that this decrease of 51 per cent in the number of men students and of 5 per cent in the enrollment of women students, or a combined decrease of 21 per cent, has been due to war conditions. A comparison with the percentages obtained above for the teaching staff shows that the student body has been more affected by war conditions than the instructing force, a fact which might have been anticipated.

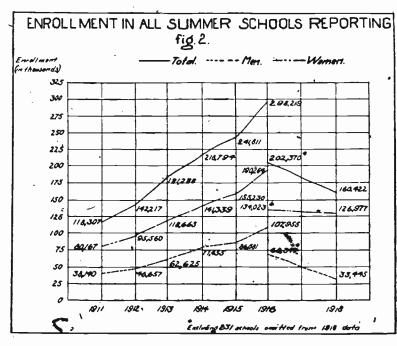


TABLE 2.—Derivation of index numbers used in figure 3.

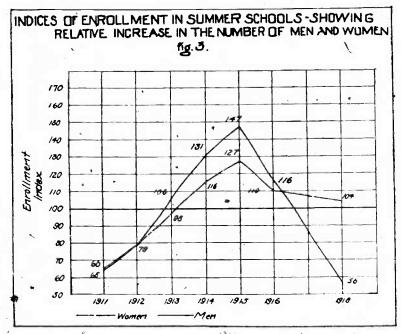
Year.	Men enrolled in summer schools,	Women enrolled in summer schools.	Index number of male students.	Index number offemale students.
1.	 2	8	4	5
911	 77, 455 96, 581	80, 167 95, 560 118, 663 141, 359 155, 230 134, 023 126, 977	65 79 106 131 147 116 56	66 79 98 116 127 110
Average	 59,7036	121, 760	190	100

1 Obtained by dividing each number in column 2 by the average.
1 Obtained by dividing each number in column 3 by the average.

Apparently from figure 2 there has been from 1911 to 1916 a greater proportional annual increase in the number of women students than in the number of men students. This graphic illusion is overcome.



when the reader refers to figure 3, in which the enrollment has been reduced to indices.



To secure the indices used in the saph the enrollment for each year is divided by the average enrollment of men and of women, respectively. The indices for the male enrollment for the past seven years are plotted in the graph as the solid line and the corresponding indices for the female enrollment are plotted as the broken line. In general, a greater proportional rate of change is shown for the male enrollment than for female enrollment. From 1915 to 1918 the proportional rate of increase is greater for the female enrollment. It is safe to assume that fewer men in 1918 attended summer school on account of war conditions. This method of presentation does not measure the proportional rate of change but only shows that a variation exists. The graph warrants the conclusion that in general an increasingly larger number of men than women are attending summer schools. In other words, if the average summer school in 1913 enrolled 100 men and 100 women, in 1914 it might be assumed that possibly the same school would enroll 120 men and 110 women. An increasing number of institutions are offering summer courses accredited for degrees, as will be observed in figure 8, and many students enrolled during the regular terms are induced to remain for the summer term to shorten the time required for graduation. As a greater percentage of men than women are enrolled in collegiate courses, it



is a fairly correct inference that more regular men than women students will remain in the institution for summer school work, thereby tending to produce the result shown in figure 3.

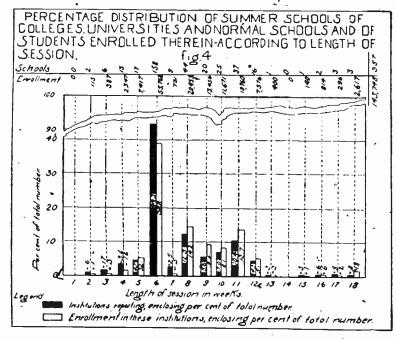
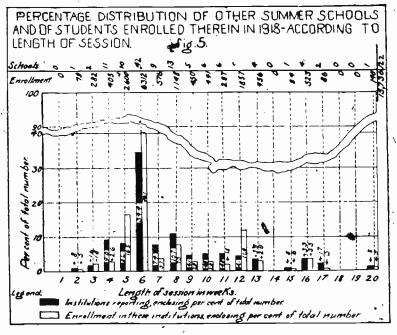


Table 3.—Distribution of enrollment in summer schools according to length of term in

	Colleges, 1	miversitie	, and norm	alschools.		Other	schools.	
Wecks in cours.	Schools reporting.	Per cent of total.	Students enrolled.	Per cent of total.	Schools reporting.	Per cent of total.	Students enrelled.	Per cent of total.
9	2 6 13 17 158 9 44 20 25	0.6 1.7 3.6 4.7 2.5 12.3 5.6 7.0	115 387 2,347 7,417 55,828 731 20,453 13,456 11,671 19,760	0.1 .3 1.6 5.2 8.8 .5 14.2 9.4 8.1	1 2 11 10 42 9 13 5	0.8 1.6 9.0 8,2 34.4 7.4 10.7 4.1	79 282 405 2,600 6,312 576 1,148 450 441 287	0.5 1.8 2.6 16.5 40.1 3.7 7.3 2.9 2.8
2	, 16 I	4.5	7,376 490	5. 1 . 3	. 5	4. 1 3. 3	1,857 456	11.8 2.9
5 6 7 8 9	1 2 3 3 0	.3 .6 .8 .8	140 814 206 2,617	.1 .6. .2 1.8	1 4 2 0	.8 3.3 1.7	94 523 86	3.8 .5
Total.	357	100.0	143, 808	100. 0	122	100, 0	140	-100.0







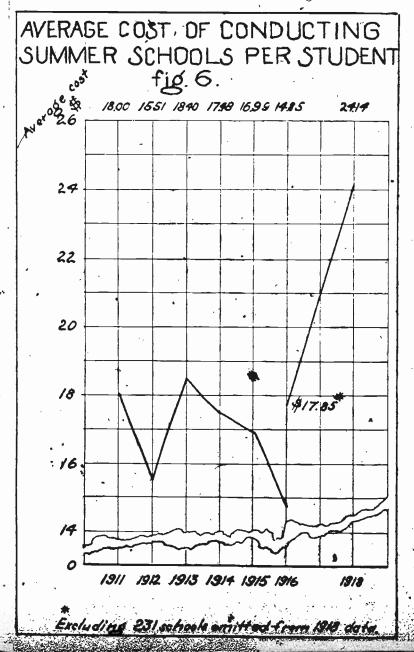
LENGTH OF TERM.

The average length of session of all summer schools reported in 1918 was 7.6 weeks. This average, however, is not especially significant, since not a single summer school had a session of exactly this period. In fact, only 18 summer schools had a session of 7 weeks. By reference to figures 4 and 5, it is noted that the most common type of summer school is the one having a session of 6 weeks. Of the total number, 158 colleges, universities, and normals, or 44.3 per cent, held a session of 6 weeks, and 42 other summer schools, or 34.4 per cent of the total number, held a session for the same length of time. In other words, 200 schools out of a total of 480, or 42 per cent, held a session of 6 weeks.

It will be observed especially in figure 4 that a fairly large group of schools hold sessions of 8, 9, 10, or 11 weeks. Altogether 126 colleges, universities, and normal schools fall in this group. In all probability the tendency in such institutions is to maintain a longer term than 6 weeks. Future comparative studies of the summer schools of these institutions will verify or refute this assumption. Another significant fact portrayed in figure 4 is that, while 4.3 per cent of such schools maintain a 6 weeks term, they enroll only 38.8 per cent of the students; and that, while the institutions maintaining sessions of 8, 9, 10, or 11 weeks constitute 35.3 per cent of the total number, they enroll 45.4 per cent of the students. This fact



may be taken to indicate a tendency on the part of students to seek schools maintaining the longer term. This conclusion seems to apply only to summer schools or colleges, understites, and normal schools, as the converse is true of other summer schools offering work below col-



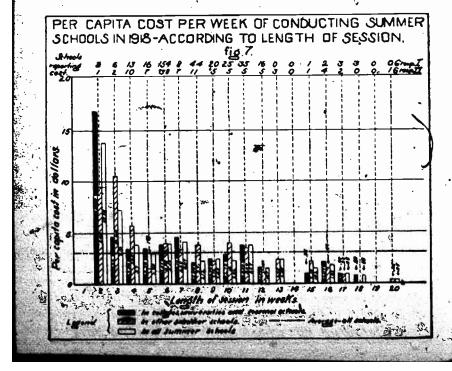


legiate grade, as is shown in figure 5, where 34.4 per cent of the 6 weeks' schools enroll 40.1 per cent of the total number of students, while 24.6 per cent of the schools running 8, 9, 10, or 11 weeks enroll only 14.8 per cent of the students. It is evident, therefore, that there is a tendency for students to attend a longer summer term if the work offered therein is accredited on a degree or counts toward graduation. Whether these conditions are characteristic of these institutions during the regular year's work has not been ascertained and is not germane to the discussion. The conclusion that students attend summer schools to shorten the period required for graduation is warranted.

.It may be pointed out that the institutions in figures 4 and 5 falling at the extremes of each graph are extraordinary. Those offering a very short course are more like institutes than summer schools, while those maintaining a very long term either hold two or more sessions or begin the special summer term very early in the spring, usually to accommodate teachers who seek admission to a summer school as soon as their school term is ended.

COST OF MAINTAINING SUMMER SCHOOLS.

Figure 6 shows the variation in average cost for a period of years. It will be noticed that the average cost per student of conducting summer schools in 1918 was \$24.14. This is a decided increase over





the average cost in 1916, which was only \$14.85. This apparent discrepancy is partly explained by the fact that so many special independent teacher-training schools, in which the cost of maintenance is extremely low, have not been included in the report this year. In 1916, 187 schools included in the 231 schools from which a report was not sought this year reported an enrollment of 74,225 students and a total aggregate cost of \$546,366. The per capita cost of maintenance, therefore, was only \$7.36. As the per capita cost for all summer schools in 1916 was \$14.85, the per capita cost of maintepance in the 187 schools eliminated was only about one-half as much. as the cost in all schools reporting at that time. If the 187 schools had been excluded from the 1916 report, the per capita cost would have been \$17.85. This average cost is directly comparable with the average cost for 1918 and has been so indicated on the graph. The increased per capita cost, therefore, for maintaining summer schools since 1916 has been 35 per cent.

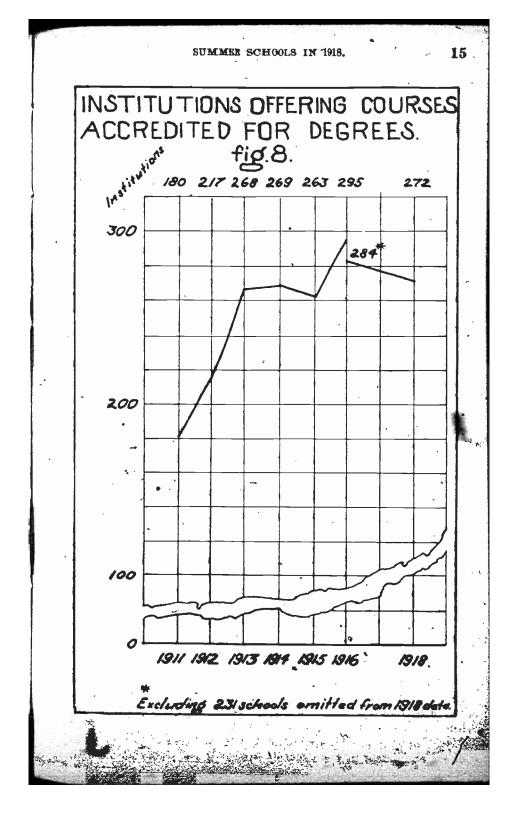
Here again, the average does not tell the whole story, inasmuch as no account has been taken of the increase or decrease of the length of term of summer sessions. Evidently the per capita cost of maintaining a group of schools for 7 weeks will be greater than for 6 weeks. For this reason it is necessary to compute the per capita cost per week.

In Table 4 the schools reporting cost of maintenance have been grouped according to the length of the session held. In the collegiate and normal school group the per capita cost per week varies from \$16.73 in schools maintained for 2 weeks to \$0.89 in schools maintained for 18 weeks. In other summer schools the per capita cost ranges from \$10.64 in schools running for 2 weeks to \$0.35 in a school maintained for 20 weeks. In general, the longer the term the less the per capita cost of maintenance. This statement is made clearer by reference to figure 7, in which a gradual decrease in cost is shown from left to right. The per capita cost per week in the largest groups of colleges, universities, and normal schools, viz, in schools running for 6, 8, 9, 10, and 11 weeks is less in schools maintained for 8, 9, and 10 weeks. The per capita costs reported for schools maintained for a very short or for a very long term are unusual and are not characteristic of the group as a whole. The extreme variation from the usual cost of summer schools is brought out clearly in figure 7, in which the per capita cost per week is given for colleges, universities, and normal schools, for other summer schools below collegiate rank, and for both classes combined. It may be added that 454 summer schools, out of a total of 480, reported the estimated cost of maintenance. In other words, 95 per cent of all summer schools reported cost. "In these schools over 97 per cent of the total enrollment is represented.



Calleges, universities, and normal achools. Schools S	All stammer schools reporting cost.	Use Students. Cost. Fer ment confidence set, weeks.	22 2,742 200 2,007	2, 611 1, 33.7 1, 33.7 2, 61.7 1, 000 1, 000	464 155,381 3,741,775 1,250,718		`		
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Seridenta Cont. Edn. Edn.)	Schools report- ing cost.		2 2 2 2 3 1 1 1 2 2 2 2 2 2 3 1 2 2 2 2	!	enrollment and len			
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	3	Schools report- ing cost.	uezzze1888z	44 M (4180 00	3				







COURSES ACCREDITED FOR DEGREES.

By reference to Table 1 and figure 8 it will be observed that in general an increasing number of institutions offer at least a few courses accredited for degrees. A slight drop occurs in 1918, which may be due to war conditions. Only 11 schools which have been dropped from the list were counted in the preceding report as institutions offering courses accredited for degrees. The remaining number of 284 institutions, reporting courses accredited for degrees in 1916, is comparable with the total reported this year and has been so indicated on the graph. It must be borne in mind that several institutions which do not themselves grant degrees offer courses accredited for degrees in other institutions. This is true of a great many courses offered in summer normal schools. In 1918, 270 institutions offered courses for first or undergraduate degrees, and 88 institutions for graduate degrees. Only 2 schools offered courses accredited for graduate degrees only. The total number of institutions, therefore, offering courses accredited for degrees was 272.

LECTURERS.

The total number of lecturers reported by summer schools in 1918 was 1,762. The number reported in preceding years, excluding 1917, when no statistics were collected, was 1,911, 1,748, 1,910, 2,215, 2,512, and 2,337 in the years 1911 to 1916, respectively. The decrease shown in this report may be due to the exclusion of certain summer schools therefrom.

In 1918 the total number of semipopular lectures, music recitals, detc., reported was 3,568.

OBSERVATION OR PRACTICE SCHOOLS.

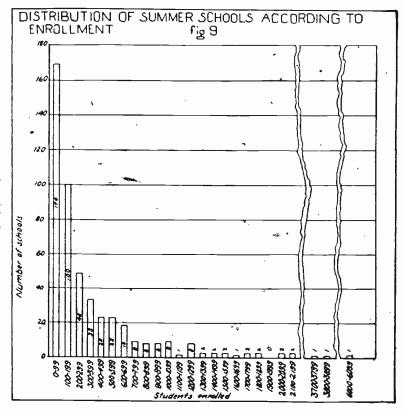
The number of schools reporting observation or practice schools in 1913 was 157; 1914, 189; 1915, 200; 1916, 233; and in 1918, 190. The enrollment in such schools for these respective years was 10,599, 14,013, 17,655, 21,295, and 18,345. As practice schools are maintained to supplement the teacher training work, the omission of the special independent teacher-training schools from this report may account for the noticeable decrease in enrollment and in the number of such schools. No data were collected on such schools prior to 1913.

A COMPARISON OF ENBOLLMENT IN SUMMER SCHOOLS.

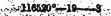
If the 160,422 students enrolled in the summer schools of 1918 had been equally distributed among the 480 schools included in this report, the enrollment in each would have been 334. It may be said, therefore, that the average size of summer schools maintained in 1918 was 334. The average does not convey to the reader an accurate picture of the enrollment in these schools inasmuch as only 33 schools had



an enrollment between 300 and 399 and only 1 school had exactly this average enrollment.



A clearer conception of the size of summer schools is gained by reforence to figure 9, in which the schools have been grouped according to the enrollment in each. It will be observed that the most common type of summer school is the one enrolling fewer than 100 students. Over 36 per cent of all summer schools, or 174 schools, fall in this group. In the first three groups 322 schools, or 67 per cent of the total number, are included. In other words, about twothirds of all summer schools have an enrollment considerably less. than the average. To be exact, 333 schools had an enrollment less than the average, while only 146 schools had an enrollment greater than the average. The average, therefore, is very misleading in this instance and does not give so good a picture of the real situation as does the distribution table in figure 9. The three very large schools shown at the extreme right of the diagram lend undue weight to the average and serve to draw it out of a position which would indicate a most central tendency if these larger schools had not been included.





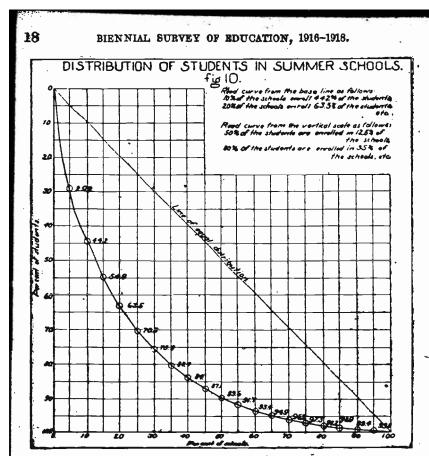


TABLE 5.—Showing method of obtaining enrollment percentages in summer schools used in figure 10.

Sponga,	Per cent of achoois in each group.	Accumu- lated per- centages of schools.3	Enrollment in schools of each group.	Per cent of total enrollment in each group.	Accumu- iated per- cantages of en- rollment.
1	\$	8	4	5 .	6
11. 21. 21. 21. 21. 22. 23. 24. 25. 26. 27. 28. 28. 29. 29. 20. 20. 20. 20. 20. 20. 20. 20. 20. 20	555555555555555555555555555555555555555	5 10 16 120 225 220 235 440 455 55 650 770 778 89 995 106	46, 793 23, 996 17, 168 13, 873 10, 982 7, 279 5, 825 4, 989 4, 989 4, 989 2, 792 2, 120 2, 120 1, 815 1, 603 1, 603 1, 603 2, 792 2, 212 2, 120 2, 1	29. 2 15. 0 10. 7 8. 6 6. 8 6. 8 3. 1 2. 1 1. 7 1. 8 1. 3 1. 4 1. 3 1. 4 1. 4 1. 4 1. 4 1. 4 1. 4 1. 4 1. 4	20. 2 84. 2 68. 5 70. 5 80. 4 64. 0 87. 1 89. 6 91. 7 95. 4 96. 2 97. 3 98. 2 99. 4 99. 4
Total			160, 422	100.0	

* Group 1 includes the 26 schools having the largest enrollment; group 2, the 24 schools having the next arrest enrollment, sto.

Includes per cent of enrollment in and preceding this group



Figure 10 enables the reader to grasp the idea that a very few summer schools enroll a very large percentage of the total number of pupils attending such schools. Reading from the vertical scale it will be observed that half of the total summer school enrollment is found in about 12.5 per cent of the schools. Reading from base lime it is found that half of the schools enroll almost 90 per cent of the total student body. This condition prevails because such a large number of summer schools as shown in figure 9 have a very small enrollment. Reading the curve conversely from the viewpoint of the smaller schools represented, it is noted that 50 per cent of the schools enroll only a little over 10 per cent of the students. In this group the 240 smaller schools are included. For the purpose of showing the dispersion in the distribution of enrollment, a "line of equal distribution" has been drawn diagonally across the figure connecting the extremes of the ordinate and the abscissa. If the enrollment were equally distributed in summer schools the points locating the curve would fall on the "line of equal distribution" in such a way that 30 per cent of the schools would enroll 30 per cent of the students; 50 per cent of the schools, 50 per cent of the students, etc. The "bowing" of the curve away from this "line" indicates that great inequality in enrollment exists. The farther the curve recedes from the "line of equal distribution" the greater is the dispersion. The curve does not give a numerical measurement of the dispersion but indicates that it exists. It also enables one to read readily the percentage of enrollment in any given percentage of schools. The curve forms a very valuable supplement to the distribution bars represented in figure 9.



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